

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ on January 17, 2006, from 9:00 a.m. to 3:00 p.m.

Members Present

J'Anne Affeld
Johanna Bookbinder
Susan Douglas, Co-chair
Rebecca Hall
Erik Jensen
Kathleen McCoy
Megan McGlynn
Mattie McVey
Kimberly Peaslee
Terisa Rademacher, Co-chair
Sue Tillis
Kay B. Turner, Vice-chairperson

Others Present

Lynn Busenbark, ADE/ESS
Joanne Phillips, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

M. Diane Bruening
Molly Dries
Phyllis Green
Kathy McDonald
Tona TreeTop

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

| Topic | Discussion | Outcome |
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| 1. Call to order. | Susan Douglas, Co-Chairperson, called the meeting to order at 9:07 a.m. | 1. None |
| 2. Approval of November 15, 2005 minutes | Terisa Rademacher made a motion and seconded by J'Anne Affeld to approve the minutes of the November 15, 2005 meeting. | 2. Motion carried |
| 3. Public comment. | <p>Ms. Rademacher welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed.</p> <p>Johanna Bookbinder introduced Donna Sterner, a practicing recreational therapist who read a statement on behalf of the Arizona State Therapeutic Recreation Association (ASTRA). Ms. Sterner spoke regarding the issue of "highly qualified teachers" regarding therapeutic recreation for special education students. She informed the Panel of the qualifications that are needed to be a certified recreational therapist and their vital role in working with children with disabilities as a related service. She asked that ADE recognize that Certified Therapeutic Recreational Specialists (CTRS) are the most highly qualified to provide therapeutic recreation and related services to children with disabilities in Arizona.</p> | 3. None |
| 4. AIMS Test and Accommodations | <p>Kimberly Peaslee introduced Kelly Powell, Co-Director of Special Education for the Madison School District. Mr. Powell formerly worked as the Test Director at the Arizona Dept. of Education. Kimberly explained that Mr. Powell would be explaining the implications for using modifications in testing for special education students.</p> <p>Mr. Powell gave a history of testing modifications which began in 1996. Allowing modifications was approached with caution at the beginning for fear of interfering with the outcome of the test results.</p> <p>Mr. Powell explained his interpretation of "Validity": The interpretation of the results given the context in which they were achieved. Validity is not so much a number as it is an understanding of the test scores, given the contents.</p> <p>Mr. Powell reviewed accommodations and modifications and how they evolved from 1996 to 2005. Accommodations refer to how the content is accessed. Modifications refer to changes to what content is accessed.</p> <p>In 2005, the list dramatically changed since the tests were no longer timed. So, a lot of the items that were considered something that would affect the interpretation of the test no longer mattered. Instead of using the terms accommodations and modifications, standard accommodations and non-standard accommodations are now used. Standard</p> | 4. None |

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| | <p>accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria of the test. These accommodations reflect what the student is already using in the classroom. Non-Standard Accommodations reflect changes in the test administration that affect standardization.</p> <p>Mr. Powell provided examples of tests that will be used in 2006. Non-standard accommodation will now be referred to as alternate accommodations. Mr. Powell reviewed the list of alternate accommodations. By 2006 a lot of the items that had been listed as modifications in 1997 and non-standard accommodations in 2003 had been moved to the alternate accommodations list.</p> <p>The consequences for using alternate accommodations have changed drastically. The test scores for a student using alternate accommodations will not be listed with the rest of the test scores for the school.</p> <p>Mr. Powell spoke about using a calculator for math tests in standardized testing. Since the mid-90s, most tests focusing on math skills beyond simple computation have found no significant impact of calculators on test scores. Mr. Powell showed the Panel a graph of Math Accommodations by grade level for Madison School District for the 2005 AIMS-DPA. The graph showed by grade level the number of students tested who used standard and non-standard accommodations. It showed that by 8th grade a higher percentage of students used non-standard accommodations (most likely a calculator) for the test. Under No Child Left Behind, these test scores would be invalid.</p> <p>Mr. Powell stated that the trend is to be more inclusive – to have tests that remove issues that might exclude some students from having test scores counted. This way a calculator could be allowed as an accommodation. Mr. Powell showed an example of 3rd and 8th grade math AIMS tests which showed that very few answers would be affected by the use of a calculator.</p> <p>Mr. Powell stated that there should be alignment between daily instruction and what happens on test day. If a student uses a calculator in class to help them with math then a calculator should be allowed during the test. In doing so, this would not invalidate that student's test scores.</p> <p>Mr. Powell answered questions from the Panel.</p> <p>The Panel followed Mr. Powell's presentation with a discussion regarding accommodations.</p> | |
| 5. Graduation | Dr. Lynn Busenbark, Director of Program Support/ESS (Exceptional Student Services), gave the Panel a condensed version of her presentation at the Director's Institute regarding | 5. None |

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| | <p>graduation. The entire presentation can be found on the ADE/ESS website: www.ade.az.gov/ess. The presentation is accompanied by a voice over and can be used as an in-service tool.</p> <p>All students who graduate in the State of Arizona need to complete their required coursework. The first group of students who graduate with a standard high school diploma in Arizona are students who pass AIMS. This is the preferred path because it documents that a student is achieving along the same lines as his peers. The second group who will graduate with a standard high school diploma are students who pass AIMS using the alternate pathway. The third group of students are students with IEP or 504 exemptions from passing AIMS. Hopefully this will be the smallest group of students because the first two options are the preferred paths.</p> <p>During the last legislative session, the legislature created an alternative pathway for graduation. It was designed to respond to the individuals who reported that there are some students who are doing well in school: they are taking all the right courses, they're passing all the right courses and they are still not passing one or most sections of the AIMS test. These individuals wanted it recognized that it may just be a test issue.</p> <p>If a student is going to take advantage of the alternative pathway:</p> <ul style="list-style-type: none">• they need to have taken the AIMS test each time its been offered, after the passage of the legislation;• they need to have passing grades in the approved coursework;• they have to participate in the remediation programs that are offered by the school. <p>Students can count up to 11 ½ credits (year-long credits) for augmentation points. The following courses count:</p> <ul style="list-style-type: none">4 in English4 ½ in US History or Government1 in Geography or World History2 in Math2 in Science1 in Fine Arts or Vocational Education <p>Dr. Busenbark explained how the points are calculated. In order for a student to graduate using the alternate pathway, they would need to be in the "approaching" score range in order to gain enough points to reach the passing score for AIMS.</p> <p>The third way that a student can graduate from high school with a standard high school</p> | |

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| | <p>diploma is the special education/504 exemption. The student does not have to pass the AIMS test unless it is stated in their IEP that they must pass the AIMS.</p> <p>Dr. Busenbark stated that it is the local school board's responsibility to determine whether or not a student will be allowed to participate in the graduation ceremony if they fall short of meeting graduation requirements. As far as the SAIS system is concerned, if a student is allowed to participate and is put into the SAIS system as graduated, even if the intent is to have the student return to complete his coursework, the system will count the student as graduated and the school will no longer receive ADM money for that student.</p> <p>From the beginning, an IEP team should align the student's IEP goals with grade-level expectations so that they stand a chance of passing the AIMS test, regardless of the accommodation they use. The team should limit the amount of accommodations to those that are really required for the student to succeed.</p> <p>The Panel followed the presentations with questions and discussion.</p> | |
| 6. Exceptional Student Services | <p>Joanne Phillips, Deputy Associate Superintendent, ESS, updated the Panel on ESS activities.</p> <p>The regulations for IDEA 2004 may not be out until Summer 2006.</p> <p>The biggest issues that are currently facing ESS are Graduation and 504 plans for testing.</p> <p>The second Transition Specialist position has been filled. Theresa Armstrong started in February. The Private School position has also been filled. JeanMarie Reel started February 27. ESS is currently working on other vacant positions.</p> <p>Dr. Busenbark reported that the Arizona State Performance Plan was one of nine in the country that did not require revisions.</p> <p>Patty Hardy, Director of Certification, reported to the Panel regarding Emergency Teaching Certificates. Ms. Hardy provided the Panel with information regarding the Teaching Intern Certificate. The Attorney General's office has given Certification authority to define the Emergency Teaching Certificate. Panel members were given the opportunity to ask questions regarding the Emergency Teaching Certificate versus the Teaching Intern Certificate.</p> | 6. None |
| 7. Panel Business | <p>Ms. Rademacher announced the resignation of Marta Urbina, who represented Parent of a Child with a Disability. She asked that if anyone knew of an individual who would be interested in filling the position to see Jeannette Zemeida for more information.</p> | 7. Motion carried |

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| | <p>The Panel discussed the upcoming meeting with the Interagency Coordinating Council for Infants and Toddlers (ICC) on March 9. SEAP will meet in a separate meeting from 9 – 11 am and join ICC from 11:30 am – 2:00 pm. The location for the afternoon meeting will be ASU Downtown.</p> <p>The Panel reviewed topics suggested by ICC. The Panel set priorities from the suggested topics and decided on the following topics for the joint meeting:</p> <ul style="list-style-type: none">• Explanation by AzEIP of the Early Intervention System Redesign currently underway• Explanation by Part B of preschool service delivery models/processes• C to B Transition<ul style="list-style-type: none">• What's working and what's not• Data challenges• Improvement recommendations• Support the supporters (Can we jointly train staff to support families in a positive way to prepare for change – C to B, Preschool to Kindergarten, etc.)• Child Find joint efforts• Homeless children <p>The Panel reviewed the 2006-07 SEAP Calendar:</p> <p>Sept. 12, 2006 – Balsz School District November 28, 2006 – Dept. of Education January 17, 2007 – Dept. of Education March 6, 2007 – Dept. of Education May 15, 2007 – Dept. of Education June 19, 2007 – Dept. of Education</p> <p>Megan McGlynn made a motion and seconded by Kathleen McCoy to approve the 2006-2007 SEAP Calendar.</p> | |
| 8. Subcommittees | <p>Ms. Rademacher voiced her concerns over the lack of progress from the subcommittees. The subcommittees often do not meet due to lack of time or absence of members serving on the subcommittees. The Panel discussed the necessity of continuing with the current subcommittees.</p> <p>Sue Tillis moved that the focus of subcommittees change from predetermined standing committees to committees that address issues and topics as they are needed. It was</p> | 8. Motion Carried |

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| | <p>seconded by Kathleen McCoy. The motion was carried by unanimous vote.</p> <p>The Panel discussed their top concerns that may cause a need for a subcommittee in the future:</p> <ul style="list-style-type: none">* Certification – Highly Qualified* GraduationAssessmentPreschoolUniversity UpdatesDue ProcessRetention/RecruitmentIncarcerated JuvenileTransition from Part C to Part BLegislative Updates | |
| 9. GED | <p>Karen Liersch from the Adult Education Unit spoke to the Panel regarding GED testing in Arizona.</p> <p>The target population are adults that are 16 years of age and older who are no longer enrolled in high school and who do not have a high school diploma. There are approximately 1 million people who fit into this population in Arizona. There are approximately 1 million people, aged Kindergarten – 12th grade, in Arizona. K-12 receives about \$7 billion a year (about \$6,000 a person); Adult Education gets about \$14 million a year (about \$12.50 per person).</p> <p>Adult Education classrooms have about 32,000 people per year. There are 7,000 people on a waiting list. GED Testing serves about 15,000 people a year – 10,000 of those people pass the test. Only about 2,000 people who attend GED training get GED tested. Six percent of people who attend Adult Education classes are working on adult secondary education. The other 94 percent are working on English language acquisition or adult basic education (reading, writing and math – grades 1-8). Since Adult Education does not have the money to serve all the people in need it is currently asking the Legislature for an increase in funds and is also looking into long-distance (online) learning in order to serve a greater number of individuals.</p> <p>Adult Education is not governed by IDEA. It is covered by 504 and ADA.</p> <p>Ms. Liersch gave the Panel some statistics regarding LD students who attend Adult Education classes. Of the 15,000 people that went to GED testing last year, 44 people identified themselves as learning disabled. Ms. Liersch stated that according to best guesses on the</p> | 9. None |

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| | <p>GED population, potentially 900 people should have been applying for accommodations when taking a GED test.</p> <p>There are 5 subject areas in a GED test, which takes about 8 hours. The tests are normed on high school seniors in the spring of their senior year. Forty percent of the people who take the test fail.</p> <p>Most businesses and universities will take a GED certificate. Most branches of the Military will accept the GED when recruitment is down. The Army and the Navy will accept the GED.</p> <p>Ms. Liersch provided the Panel with the forms that are used for requesting accommodations and explained the requirements of each form. Adult Education does advertise at each testing center that they provide accommodations.</p> <p>Ms. Liersch told the Panel that if they could come up with any ideas for better serving the special needs population that Adult Education would be open to suggestions. They are always looking for ways to improve.</p> <p>The Panel members shared their ideas with Ms. Liersch.</p> | |
| 10. Next meeting and agenda items. | <p>Dr. Kay Turner expressed concern over funding for preschool space on school grounds and requested that the issue be added as an agenda item at a future meeting. It was suggested that School Facilities or Karen Woodhouse from the Preschool Division be invited to share information on this issue.</p> <p>The following items were proposed for the agenda for the March 9, 2006 meeting:</p> <ul style="list-style-type: none">♦ Joint Meeting with Interagency Coordination Committee Discussion (ICC)♦ School Facilities | 10. None. |
| 11. Adjournment | Seeing no further business, Ms. Rademacher adjourned the meeting at 3:00 p.m. | 11. Adjournment. |